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ABSTRACT

A study of the development of bilingual/bicultural instructional materials (mostly for Spanish-speaking populations) and the institutions involved in their use, preparation, and distribution is described. A review of representative materials and on-site visits to 75 institutions, programs, and publishers in New York, California, Florida, Puerto Rico, Texas, and the District of Columbia is presented, and a list of all 75 sites is included. Observations indicated that the best programs employed individuals with a high degree of dedication to the field. Personnel were highly critical of some instructional materials which were direct translations from other languages and cited the need to supplement state curricula with representative materials from the cultures represented in their classrooms. Two disturbing factors were observed: administrative decisions not to mass produce or disseminate developed materials; and lack of publicity or in some cases interagency rivalries which frequently prevent practitioners from hearing about such materials. A review of state and federal mandates and legislation regarding bilingual education mirrors the confusion sometimes seen in the classroom and in the development and use of materials, with some states having clear mandates and others not truly giving consideration to this field. Although there are some excellent instructional materials available, personnel interested in obtaining them must search them out. (CB)

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Bilingual/Bicultural Educational Materials and the Institutions Involved in their Use, Preparation and Distribution

by

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1987

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Bilingual/Bicultural Educational Materials and the Institutions Involved in their Use, Preparation and Distribution, by Herman H. Cline, City College of the City University of New York, 1987

Suggestions for possible incorporation in abstract if my research report is accepted for inclusion in ERIC.

THE STUDY RESEARCHES RETROSPECTIVELY AND AT THE PRESENT MATERIALS' DEVELOPMENT CENTERS, USERS AND DISTRIBUTORS OF BILINGUAL/BICULTURAL EDUCATIONAL MATERIALS. ALTHOUGH THE STRESS IS ON MATERIALS FOR THE SPANISH SPEAKING, MANY OF THE INSTITUTIONS MENTIONED DEAL WITH SOURCES FOR SPEAKERS OF OTHER LANGUAGES.

A FEW REPRESENTATIVE INDIVIDUAL ITEMS ARE CRITIQUED AND SOME ESPECIALLY NOTEWORTHY PROGRAMS ARE OBSERVED. STATE MANDATES FOR BILINGUAL EDUCATION AND PRACTICES ARE PRESENTED. THE STATES WITH THE HIGHEST CONCENTRATION OF SPANISH SPEAKERS WERE CANVASSED. THESE INCLUDED CALIFORNIA, FLORIDA, NEW YORK, TEXAS AS WELL AS THE COMMONWEALTH OF PUERTO RICO. THE SITES VISITED ARE LISTED.

IN CALIFORNIA THE PASSAGE OF PROPOSITION 63 WHICH HAS MANDATED ENGLISH AS THE OFFICIAL LANGUAGE IS DISCUSSED. STATE AND NATIONAL RAMIFICATIONS OF THE ENGLISH ONLY/ENGLISH AS OFFICIAL LANGUAGE MOVEMENT ARE DISCUSSED. HOW THIS PHENOMENON WILL IMPACT ON BILINGUAL/BICULTURAL EDUCATION AND THE IMPLICATIONS FOR THE AVAILABILITY OF EDUCATIONAL MATERIALS IS PRESENTED.

Over the years a major problem facing educators in the field of bilingual/bicultural education has been to find adequate and adaptable materials of a high standard to use for various needs in the field. Examples of past errors in adapting test materials directly from English into Spanish have often proved to be a disaster. It is the purpose of this research to point out representative materials being developed by the various agencies, institutions and individuals and attempt to make an appraisal of their efficacy. Five areas of the United States (including the Commonwealth of Puerto Rico) with the largest concentration of the Spanish speaking were canvassed. The states were California, Florida, New York and Texas. During my visits to educational facilities, a considerable amount of material such as curriculum bulletins, bibliographies, booklets, reports, studies and evaluations were acquired. Many of these materials I discovered are very difficult to obtain. There are two disturbing factors causing this to occur.

The first factor is that after materials are produced by one group (often these are well thought out and excellently developed) at a higher administrative level it is decided not to mass produce them and in many cases not to produce them at all. Other areas are given priority negating the work done by specialists in the field who really know what is needed in bilingual/bicultural materials for the Spanish speaking. The second highly

disappointing factor is one of publicity or in some cases interagency rivalries which prevent practitioners from hearing of these materials at all. An example of this occurred at the Board of Education located on Livingston Street in Brooklyn, New York. At the New York City central Board of Education, the second floor dealing with bilingual resources did not seem aware of an ethnic materials development center located on the fifth floor. When catalogs were distributed by one bureau to the practioners in need of those materials, the work of another group developing similiar materials nearby was left out completely.

Bilingual/bicultural materials, although often are an outgrowth of English as a second language, by no means should be confused as simply direct translations of English materials. The key element is in the bicultural aspect of curriculum materials' development whereby pride in one's ethnic, cultural and language heritage should be used to advantage and instill in the child as many positive values as possible. The result will certainly be better than if inferiority feelings are created. Materials should never be presented in such a way that inferiority of things Hispanic will creep into these materials. This is much more likely to occur if bilingual language materials' developers rely strictly on English models and cultural patterns.

To give scope to my research, I feel that it would be beneficial to list the on site visits which I made to show the range of areas developing bilingual/bicultural services and materials.

New York City

Bilingual Education Service Center (Name changed)

New York Multifunctional Resource Center

New York. Board of Education. Office of Bilingual Education. Curriculum Unit

New York. Board of Education. Center for Bilingual Education. Division of Educational Planning and Support (Reorganized)

New York. Board of Education. Northeast Center for Curriculum Development (No longer funded)

New York. Board of Education. Regional Bilingual Training Resource Center (No longer funded)

New York. State Education Department. Bureau of Bilingual Education. World Trade Center. New York City Branch

The Bilingual Publications Company

Las Americas Publishing Company

Lectorum Publications, Inc.

Continental Book Company

Miller-Brody Bilingual Media

Special Education Center. School District One. New York City Public Schools

Albany, New York

The State Education Department. Bureau of Bilingual Education

The State Education Department. Bilingual Higher Education Project. Bureau of Grants Administration

New York State Library

California

Los Angeles

National Evaluation, Dissemination and Assessment Center. California State University, Los Angeles (No longer funded)

Multicultural Center. Administrative Area 6. Los Angeles Unified School District

National Multilingual, Multicultural Materials Development Center. California State Polytechnic University, Pomona, California (No longer funded)

Los Angeles Unified School District. Bilingual/ESL Services Branch

Los Angeles Unified School District. Instructional Materials Center

Los Angeles Unified School District. Overland Resource Center

Archdiocese of Los Angeles. San Antonio de Padua School

Los Angeles County Education Center. Bilingual/ESL Education. Division of Curriculum and Instructional Services

Head Start Program. Bilingual Multicultural Coordinator

Bilingual Educational Services, Inc.

Pan American Publishing Company, Inc.

Sacramento

Sacramento City Unified School District. Multilingual Education Department

Cross-Cultural Resource Center, California State University, Sacramento

California State Department of Education. Bilingual Education Office

Other

Bay Area Bilingual Education League (B.A.B.E.L.) Oakland, California (No longer extant)

Chicano Studies Library, University of California, Berkeley, California

Chicano Resource Center, California State University, Fullerton, California

Oakland Public Library. Latin American Branch Library

National Hispanic Center for Advanced Studies. Oakland, California (Name changed)

The National Hispanic University
Oakland, California

Florida

Miami

Dade County Public Schools. Division of Elementary and Secondary Instruction

Southeast Curricula Development Center (No longer extant)

Spanish Curricula Development Center (No longer extant)

Pineview Elementary School

Champagnat School

Colegio La Luz

Loyola School

Marista School

Baldor Textbooks

Tallahassee

State of Florida. Department of Education. Bilingual Education. Division of Public Schools. Bureau of Curriculum Services

Leon District Schools. Intensive English Program

Puerto Rico

Puerto Rico. Department of Education. Bilingual Education Program

Interamerican University of Puerto Rico

Multilingual and Cultural Institute. Division of Continuing Education. University of Puerto Rico

University of Puerto Rico. Teacher Education

Puerto Rican Teachers' Association

Robinson School

Sacred Heart University. Teacher Education

Ponce. Catholic University of Puerto Rico. Teacher Education

Ponce. Department of Public Instruction. Bilingual Program. Edificio Gubernamental

Ponce Parochial Schools

Texas

San Antonio

Education Service Center, Region 20. Bilingual Resource Center

Intercultural Development Research Association

Southside Independent School District

Cultural Arts Resource Center

Archdiocese of San Antonio Schools

Heffernan School Supply Company, Inc.

Austin

Bilingual Resource Center

Austin Independent School District

National Evaluation, Dissemination and Assessment Center for Bilingual Education (No longer funded)

Texas Education Agency. Textbook Division. Division of Curriculum Development

Southwest Education Development Laboratory (SEDL)

South Central Bilingual Resource Center

Washington, D. C.

Association for Supervision and Curriculum Development

Center for Applied Linguistics. ERIC Clearinghouse on Languages and Linguistics

National Clearinghouse for Bilingual Education (Located in Wheaton, Maryland)

Spanish Speaking Program Staff

Teachers of English to Speakers of Other Languages

U. S. Department of Education. Office of Bilingual Education and Minority Languages Affairs (OBEMLA)

After contacting individuals at the above places and in most instances making a direct visit, a pattern seemed to develop. The best programs were those which had individuals employed with a high degree of dedication to the field. This was shown for example by the nuns and paraprofessionals employed in the East Los Angeles parochial school of San Antonio de Padua. There the children were in a transitional program whereby instruction in Spanish was phased out by the eighth grade with the goal of enrolling the students into the parochial high school where no Spanish maintenance program was provided. The success rate of those students in the program was nearly one hundred per cent. In talking to the principal, I was informed that in only one case she could remember having a student who had not passed the English entrance examination required for entry to the high school. That student who had failed stated that her problem was that she could only think in Spanish. To me the factors that seemed essential were the dedication of the staff and the great motivation on part of the students to succeed and enter the same high school. This was a school where often the children were enrolled by their grandparents whose only language was Spanish and the children had just arrived from Mexico.

The paraprofessionals used in the San Antonio de Padua school were older, well educated Cubans whose main concern was maintaining the highest level of "correct" Spanish by using it in their speech and to make corrections. They did not wish loan words and Spanglish to creep into the children's speech. Although I did not observe them directly correcting the children,

they stated it was not done in a manner to the Mexican and Chicano children that would cause them to feel their forms of speech were inferior in some way. I did get a feeling that in this case they were trying to correct the children by demonstrating certain preferred forms of verbal Spanish communication.

They did comment on the level of the materials that they used and were highly critical of some of them which were direct translations from the English. They encouraged the use and adoption of original texts. Again the materials used were reviewed for original compositions and not translations. Publications from Spain for children's books were purchased. Curriculum materials were purchased from the Pan American Publishing Company. Their catalog had been published in response to the needs of bilingual/multicultural programs as well as English as a Second Language programs. The materials included are now in use in bilingual programs throughout the United States after extensive field testing and evaluation. In examining their publications and materials catalog, I found their strength lay in the cultural richness of their offerings. Examples of this variety were in their bilingual stories in which all Spanish speaking areas of the Americas had representative listings. From Puerto Rico Ataribe y Niguayona was offered with other representative titles dealing with the cultural heritage of Guatemala, Nicaragua, Mexico, Colombia, Panama, Costa Rica, Chile, Peru and Bolivia, as well as Spain.

To have a successful bilingual/bicultural program, it is better for the teachers not to depend entirely on state curricula but to enrich their

holdings by representative materials from the cultures represented in their classrooms. For instance there are in the Social Studies area curriculum Serie Puerto Rico and Cuadernos de Colorear for Central America.

In doing research for materials on bilingual/bicultural programs, it was important to visit the Materials Development Centers. An unfortunate discovery was made at one of those centers namely that of the National Multilingual-Multicultural Materials Development Center formally located at the California State Polytechnic University in Pomona, California. In examining samples of materials developed the following textbook was outstanding. Somos Diferentes/We Are Different; Culture and Social Organization Booklet 4. It had been prepared by the National Multilingual Materials Development Center and contained 147 pages. This text in the social sciences is prepared for the age group 14-16. It filled a needed gap in the curriculum. Both languages are used with the Spanish and English articles on facing pages. Through various readings, culture and social organizations are covered. It is well illustrated. Emphasis is on positive vaules of cultural diversity in American life. It was brought to my attention by the Director of the Center that this outstanding source for course work and educators in bilingual/bicultural programs, although shown to be ideal by a selected sampling of bilingual social science teachers in the field, was never published. This was due to the fact that at the higher level, namely the Assessment and Dissemination Center located at the California State University at Los Angeles it was decided not to develop this item.

The California State Department of Education has published biannually a

Catalog of Instructional Materials in Bilingual/Bicultural and ESL. They also provide a Program Descriptions for Bilingual/Bicultural and English-as-a Second Language Instructional Materials. This is an annotated index for state adopted basic instructional materials in bilingual/bicultural programs and also includes supplementary instructional materials. This guide can be useful in bringing together tested materials on which to focus. Cultural artifacts were found in visiting the Multicultural Center in Administrative Area 6 of the Los Angeles Unified School District. It was also possible at the Multicultural Center to focus in on special days for the Hispanic community. At one time the Center produced a Newsletter and Cultural Packet. It was prepared as a useful bilingual/bicultural newsletter to alert teachers to cultural events and methods of reaching primary school children in the bilingual programs. Materials are prepared in Spanish and English. It was limited in its distribution but could serve as a model for other bilingual/bicultural programs throughout the country.

The introduction on the floors of the House and the Senate of Joint Resolutions to make English the official language of the United States is having some adverse effects on bilingual education due to many misconceptions about bilingual education on the part of the American public. A serious example of this occurred recently in California where the adherents of "English as official language/English only" won a major victory.

The recent passage of Proposition 63 on November 4, 1986 making English the official language of California showed that three out of every four voting Californians said yes to the officialization of English which will

have the effect of limiting the use of bilingual programs in California and is beginning to impact on the production of materials. Administrators are not willing to fund new programs and develop bilingual/bicultural materials for areas which are under attack and for which legislation has been passed severely limiting such programs. The consequences of this new bill can only have adverse effects on many successful programs already in existance and will surely curtail any new programs which have only reached the planning stage. Although the California State Senate Education Committee approved legislation extending bilingual education for another five years, the legislation with several amendments favorable to what the proponents of Proposition 63 wanted has not been signed by the Governor. He has been asked to veto it by his closest allies in the state legislature. It will be very unlikely that the veto can be overriden due to so much hostility to bilingual education in the state as shown by the passage of Proposition 63.

In Florida the situation concerning bilingual/bicultural education is quite different from New York and California. In California and New York legally mandated guidelines exist. In California they are contained in the California Education Code and the California Administrative Code, Title 5, Education. In Florida each school district decides its own policy concerning bilingual/bicultural programs. The State of Florida Department of Education operating out of the capital Tallahassee can only recommend and give advice. The State does provide a Catalog of State-Adopted Instructional Materials. There is no section covering bilingual/bicultural programs nor for that matter anything concerning English as a Second Language in the

Catalog. At one time the situation in Florida was better in regard to providing bilingual/bicultural materials resource centers. Now phased out there had been the S.A.B.E.S. Resource Library. The Southern Area Bilingual Educational Services Resource Library provided materials such as ethnic records, bibliographies with lists of books by languages, children's games and kits.

The Division of Elementary and Secondary Instruction of the Dade County Public Schools provides a list of Materials Recommended for Bilingual/Foreign Language Education. In the Introduction of the Procedures Manual it states: "The Dade County Public Schools is committed to providing equal educational opportunity for all students. This includes insuring that every student becomes proficient in understanding, speaking, reading, and writing a language other than English, and, to the extent appropriate, has the opportunity to use a language other than English in addition to English as a tool for learning." This statement allows for greater flexability in educational programs that have a bilingual/bicultural component. This it must be remembered represents only one County of Florida and is not mandated by the State.

In Texas the Texas Education Agency has as part of the Texas Administrative Code and Statutory Citations a subchapter regarding Bilingual Education. The policy states in the Statutory Citation "State Policy. English is the basic language of the State of Texas. Public schools are responsible for providing full opportunity for all students to become competent in speaking, reading, writing, and comprehending the English

language. The legislature finds that there are large numbers of students in the state who come from environments where the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of these students. The legislature recognizes that the mastery of basic English language skills is a prerequisite for effective participation in the state's educational program. The legislature believes that Bilingual Education and special language programs can meet the needs of these students and facilitate their integration into the regular school curriculum. Therefore, pursuant to the policy of the state to insure equal educational opportunity to every student, and in recognition of the educational needs of students of limited English proficiency, it is the purpose of this subchapter to provide for the establishment of Bilingual Education and special language programs in the public schools and to provide supplemental financial assistance to help local school districts meet the extra costs of the program." (Texas Education Code 21.451)

The 67th Legislature in its regular session of 1981 added: "Bilingual education or special language programs as defined by this act shall be taught in the public schools only for the purpose of assisting the learning ability of limited English proficiency students and to enhance the English language."

Although the legislature has enacted bilingual education, by their constant use of reference to English they wish to make it quite clear that no innovative programs of teaching English speakers in a bilingual educational

context should be implemented. In the Official List of Books Which Publishers Intend to Offer for Adoption in Texas there is no listing for Bilingual Education materials but there are offerings under English As A Second Language. The Intercultural Development Research Association has made available a list titled State Adopted Materials and Textbooks for Bilingual Education.

In Puerto Rico at the Departamento de Instrucción Pública, División Editorial there is an offical list titled Indice de Publicaciones Para Uso en las Escuelas Públicas in which Bilingual Education does not have a separate listing but there is a list under "Inglés" which also includes besides standard American publishers of children's textbooks the innovative materials prepared by the Bilingual Education Program under the Department of Education located in Hato Rey.

In the visits I made in Puerto Rico pursuing bilingual educational materials and programs, I found the best materials have been developed locally. Interamerican University and then the University of Puerto Rico in Rio Piedras have led the way. Often these materials have dealt with Spanish as a Second Language and its effects on bilingual/bicultural education in Puerto Rico. Children from the United States who return to Puerto Rico need materials developed for them about the cultural heritage of Puerto Rico. An example of one of these textbooks is: Español Básico; un Método Práctico written by Humberto Lopez Morales. It is published by Editorial Playor. This three volume text is geared for teaching Spanish as a second language to students who have returned to Puerto Rico with a weakness in grammar and

reading skills. The age group for whom it may be used are intermediate through high school. I discovered that many of the best programs came out of a need to supply materials for Spanish as a second language. These materials are needed by the return migration students who often lack proficiency in reading and writing skills in order to be mainstreamed into the school system.

There were frustrations encountered in my research and some suspicion of my intentions during the course of my investigation. On occasion I found certain highly placed individuals who did not seem to be committed or even interested in promoting bilingual education in the public sector. I did find an interesting dichotomy among some of the middle class Puerto Ricans in that although hostile to returning to English as the medium of instruction in Puerto Rico in the public schools and not very supportive of bilingual programs so that the publically educated pupils received proficiency as well as fluency in English, they made certain that their children were educated in private schools with English often as the language of instruction. In many of these private schools, not parochial schools, I found many individuals extremely concerned that the English language and subject matter teachers were from the United States. They did not require that these teachers know any Spanish.

In New York there exists the richest materials developed in bilingual/bicultural education. This wealth of materials runs the spectrum from An Annotated Bibliography of Curriculum Materials for Spanish Bilingual Programs published by the State Education Department of the

Bureau of Bilingual Education to the Bilingual Publications Catalogue titled We Speak Your Language published by the National Assessment and Dissemination Center for Bilingual Education formally funded and located at Lesley College in Cambridge, Massachusetts. The materials were actually prepared and developed by the Northeast Center for Curriculum Development formerly located in the Bronx and later at the Board of Education on Livingston Street in Brooklyn. They are no longer funded. An example of their work is Cross Cultural Communication: Three outstanding professional resources and teaching aids. It is published and prepared by the Center for Curriculum Development by Carmen Judith Nine-Curt. The three titles in the series are: Non-verbal communication, Teacher training pack for a course on cultural awareness, and Manual de pronunciación del español: "for persons who speak English." The set is valuable for bicultural and bilingual programs for Hispanic students. The book on non-verbal communication studies and interprets the importance of body language in understanding Puerto Ricans as well as other groups from Latin America. It interprets and employs the dynamics of body language for cultural awareness in a bicultural environment. The manual is designed for persons teaching Spanish as a second language.

In the course of this research I became aware that throughout the bilingual/bicultural field there are excellent materials being prepared and made available. It is in knowing where they can be found that presents a problem. As I have already mentioned many of these resource sources within the body of this paper, I shall not repeat them here. There does

exist, however, a most useful reference tool for locating materials for bilingual populations. It is the Bilingual Educational Publications in Print 1983: Including Audiovisual Materials, New York, R. R. Bowker Co., 1983. It includes a subject index, young people's reading index, author index, title index, series index, directory of foreign book importers and distributors and a key to publishers' and distributors' abbreviations. With this guide as a beginning and supplementing it with locally available materials, an educator in the field will be well served.